



## Poplar Farm School

### Sex and Relationship Policy

#### **Statutory Relationships and Health Education**

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

*Article 24 - Every child has the right to the best possible health*

*Article 27 - Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs*

#### **Aims**

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

Poplar Farm School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Citizenship, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.

The programme is set within a moral framework and matched to the pupils' level of maturity. These aims complement those of the Science curriculum in KS1 and KS2.

#### **Statutory requirements**

As a free school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education; however, we do need to teach the elements of sex education contained in the statutory science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Poplar Farm we teach RSE as set out in this policy. Should you like to see the guidance from the government please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### **Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

### **Curriculum**

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice.

For more information about our curriculum, see our curriculum map in Appendix 1.

### **Delivery of RSE**

As part of RSE, pupils will be taught about the nature of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. These can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances.

We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice.

RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life.

We will work towards this aim in partnership with parents and carers. We carry out the main RSE curriculum in PSHE lessons (see appendix A for further details), however we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship.

They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

## Science Curriculum

### **Early Years Foundation Stage**

Children learn about life cycles as well as watching caterpillars grow into butterflies. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

#### **In Key Stage 1 (Y1 - Y2) children learn:**

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### **In Key Stage 2 (Y3 - Y6) children learn:**

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## **Teaching and Learning including delivery of the RSE curriculum**

In Key Stage 2 (Y3 - Y6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendix 1. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### **Content / Learning Objectives of the RSE programme**

Here, at Poplar Farm School we value RSE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to RSE, as our chosen teaching and learning programme and tailor it to our children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

### **Organisation of the RSE Programme**

#### **Whole-school approach**

Jigsaw covers all areas of RSE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

| Term             | Puzzle (Unit)          | Content  |
|------------------|------------------------|--|
| <b>Autumn 1:</b> | Being Me in My World   | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.           |
| <b>Autumn 2:</b> | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding  |
| <b>Spring 1:</b> | Dreams and Goals       | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society              |
| <b>Spring 2:</b> | Healthy Me             | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| <b>Summer 1:</b> | Relationships          | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss      |
| <b>Summer 2:</b> | Changing Me            | Includes Relationships and Sex Education in the context of coping positively with change   |

At Poplar Farm School we allocate 45 minutes to PSHE and RSE each week in order to teach the knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

- Assemblies, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- Class teachers deliver the weekly lessons to their own classes.

### Relationships Education

*What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?*

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## Health Education

*What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?*

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the 'Calm Me' time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

## Sex Education

'Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Poplar Farm School, we believe children should understand the facts about human reproduction before they leave primary school. To do this we use a range of teaching methods;

- Ground rules will be developed during RSE lessons based on respect. The only additional considerations specific to RSE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they or anyone else is at risk from harm, then they will need to tell another adult.
- Active learning techniques such as circle time, role play, games, prioritising exercises, paired and group discussion, interviewing and presentations, are used in the teaching of RSE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in RSE lessons.
- There should be a consultation with the pupils to ascertain their prior knowledge meet their needs and address the issues they are facing.
- As far as possible, to prevent stigmatisation of any group of people or any life choices, the pro-choice approach to PSHE and RSE is adopted. This means that every issue is presented in terms of, 'some people ...and others ...let's explore the effect these choices might have on a person's life.'

## Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective, we:

- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Understand that parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- Have a register of any pupils who are removed from lessons will be kept and distributed to all teachers involved

### Informing parents/carers and parents right to withdraw their child

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

Parents do not have the right to withdraw their children from **relationships** education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

At Poplar Farm School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 4 (Conception, birth)

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

### Procedures for pupils who are withdrawn from sessions

Provision will be made for pupils whose parents wish their child to be removed from RSE lessons to work in another classroom while their class RSE is being delivered.

### Mixed and single gender groups

Most of RSE is delivered in mixed sex groups. However, during lessons on puberty, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups

where they might feel more comfortable doing so. Pupils expressed a preference for some single sex teaching during consultation

### **Language**

During all RSE lessons, the correct terms for all body parts and functions will be used. If any slang words are used, the meanings of all words are clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and overtly points out the offensive nature of some words – which also empowers staff to challenge the use of offensive words explicitly.

### **Using visitors to deliver RSE**

External staff are occasionally used to deliver aspects of RSE but as their availability cannot be relied upon, the RSE programme is taught with no assumption of support from external speakers.

Whenever an external visitor is going to deliver a lesson or activity that is related to RSE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the RSE policy and all lessons are evaluated by staff. The visitor will also be supervised by a member of staff at all times.

### **Confidentiality**

Pupils' confidentiality is respected in all RSE lessons and pupils are made aware of the fact that what they say in RSE lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm. See the schools Confidentiality Policy for further details.

### **Dealing with sex-related pastoral incidents**

Staff know that in dealing with any incident they:

- Don't rush into anything
- Don't panic
- Assess the seriousness of the situation sensitively and sensibly, take everything into account but don't exaggerate or overreact.
- Keep the welfare of the children as the focus.
- Consider the full range of options
- Consider and anticipate both the positive and negative consequences of the teachers' actions.
- Consult, and get support from, other colleagues.
- If necessary, refer to experts such as education welfare officers, social workers or educational psychologists.
- Challenge any homophobic or sexist comments immediately.

### **Child Protection Procedures**

The school has appointed members of staff who are responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform one of these people and record any evidence that supports their concerns.

As part of RSE ground rules teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.



## Pupils' Access to Help and Support

In RSE lessons and assemblies, pupils are reminded that if they ever find themselves where something is happening that they feel they cannot do anything about, they are to keep finding an adult to tell until someone does something to help with the situation.

## The approach to potentially controversial and sensitive issues.

All staff are aware that everyone has views on RSE related issues. However, while it is respected that everyone has the right to their own viewpoint, all RSE issues are taught without bias. Topics are presented in a way that considers all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people such as prejudice are always challenged.

## Dealing with sexually explicit questions

After discussions with parents, governors and staff the following policy was decided on for dealing with sexually explicit questions during RSE lessons:

- It will be made clear to pupils, by means of ground rules, that personal questions should never be asked by pupils or the teacher.
- A question box will be provided while the RSE programme is being delivered and the pupils will be told that if there are any questions considered too explicit for that age group, they would not be answered. The judgement about which questions could or could not be answered would be based on whether or not it was closely relevant to the programme the school has decided upon.
- Pupils will be told that during any RSE lesson, only questions that relate directly to the RSE lesson being covered will be answered. Any other questions should be placed in the questions box.
- If several children start to ask questions about a particular topic (perhaps due to media coverage) then the RSE programme can be adapted to deal with this issue so as to prevent pupils from becoming misinformed or receive biased information.
- If the child shows inappropriate sexual knowledge, child protection procedures would be consulted.
- If a pupil asks a question relating to RSE issues at any other time, the child will be told that they will learn the answer in RSE. If it will not be answered during RSE time, it will be suggested that the child asks his or her parents/carers.

## Teachers' Embarrassment

If a member of staff is extremely uncomfortable teaching RSE then provision will be made for another teacher that is known to the children to deliver the RSE.

The school feels that this course of action is justified as the member of staff that is uncomfortable with RSE is unlikely to do an effective job or to give positive messages about sexuality and/or body functions.

## Arrangements for Monitoring and Evaluation

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

The PSHE co-ordinator will be responsible for reacting to the responses of the whole school community to the RSE policy and programme.

This policy is to be read alongside the safeguarding and e-Safety policies.

### Equality

**This policy will inform the school's Equalities Plan.**

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Poplar Farm School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

### Policy

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- Data Protection and Freedom of Information Policy
- Anti-Bullying Policy
- PSHE Policy
- E - Safety Policy
- Visitor Policy

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

|   |                     |
|---|---------------------|
| This policy was adopted:                  | <b>July 2020</b>    |
| Review Cycle:                             | <b>Two Yearly</b>   |
| This policy was subsequently reviewed on: | <b>October 2022</b> |
|   |                     |
|   |                     |



Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

|   | Pupils should know...   | How Jigsaw provides the solution   |
|---|---|--|
| <p><b>Families and people who care for me</b></p> | <ul style="list-style-type: none"> <li>● that families are important for children growing up because they can give love, security and stability.</li> <li>● the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> <li>● that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> <li>● that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>● that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> <li>● Being Me in My World</li> </ul> |

|                                 |   |  |
|---------------------------------|---|--|
|                                 | <p>Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</p> <ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>  |  |
| <b>Caring Friendships</b>       | <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>  | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul> |
| <b>Respectful Relationships</b> | <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission seeking and giving in relationships with friends, peers and adults</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul> |

|                             |   |  |
|-----------------------------|---|--|
| <b>Online relationships</b> | <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>  | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> |
| <b>Being safe</b>           | <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> |

## Physical health and mental well-being education in Primary schools - DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

|                         | <b>Pupils should know</b>  | <b>How Jigsaw provides the solution</b>  |
|-------------------------|--|--|
| <b>Mental wellbeing</b> | <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> |

|                                    |   |   |
|------------------------------------|---|---|
| <b>Internet safety and harms</b>   | <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul> |
| <b>Physical health and fitness</b> | <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>   | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>                          |
| <b>Healthy eating</b>              | <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>   | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>                          |
| <b>Drugs, alcohol and tobacco</b>  | <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>   |   |

|                                 |  |   |
|---------------------------------|--|---|
| <b>Health and Prevention</b>    | <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>                        |
| <b>Basic first aid</b>          | <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>  | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>                        |
| <b>Changing adolescent body</b> | <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>   | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul> |



## Appendix 2

Parent form: withdrawal from sex education within RSE



| TO BE COMPLETED BY PARENTS   |  |        |  |
|--|--|--------|--|
| Name of child:   |  | Class: |  |
| Name of parents  |  | Date:  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |        |  |
|  |  |        |  |
| Any other information you would like the school to consider                      |  |        |  |
|  |  |        |  |
| Parent signature:  |  |        |  |

| TO BE COMPLETED BY THE SCHOOL                |  |       |  |
|--|--|-------|--|
| Agreed actions from discussion with parents: |  |       |  |
|  |  |       |  |
| Signed by Headteacher                        |  | Date: |  |
| Signed by Parents:                           |  | Date: |  |